

Index

- Number 1, 1-126
Number 2, 127-238
Number 3, 239-360
Number 4, 361-470
- Aitken, Johan L. "If You Lie to Yourself," 1
Aitken, Johan L. The Merry-go-round at Twilight, 239
Bell, Jill Sinclair. Finding the Commonplaces of Literacy, 131
Ben-Peretz, Miriam. Comments on the Review by Walt Werner of the Book *The Teacher-Curriculum Encounter*, 463
Bloome, David. Describing the Shared Morality of Classroom Interaction: Response to David Hansen's "The Emergence of Shared Morality in a Classroom," 221
Brown, Deborah Sardo. Descriptions of Two Novice Secondary Teachers' Planning, 63
Clandinin, D. Jean. On Seeing in Educational Research, a Review of *The Enlightened Eye* by Elliot Eisner, 203
Coleman, Peter. Testing the School System: Dropouts, Accountability, and Social Policy, 329
Connelly, F. Michael. Editorial, 127
Cragg, Wesley. The Moral Dimensions of Teaching Considered, a Review of *The Moral Dimensions of Teaching* by John I. Goodlad, 213
Cragg, Wesley. The Moral Dimensions of Teaching Reconsidered, 219
Dressman, Mark. Lionizing Lone Wolves: The Cultural Romantics of Literacy Workshops, 245
Ellis, Julia 'If I Were a Boy . . .': Constructing Knowledge about Gender Issues in Teacher Education, 367
Enns, Robin. Experiencing the Fourth Wall: A Narrative of Graduate Teacher Education in Curriculum, 37
Goodlad, John I., Roger Soder, and Kenneth A. Sirotnik, Response to Wesley Cragg, 217
Hansen, David T. The Horizons of the Moral: A Reply to David Bloome, 227
Harte, Austin J. The Growth of the Joint Service School in Newfoundland: The Traditionalist-Modernist Conflict, 85
Hollingsworth, Sandra, Mary Dybdahl, and Leslie Turner Minarik. By Chart and Chance and Passion: The Importance of Relational Knowing in Learning to Teach, 5
Kumar, Krishna. Letter to the Editor, 129
Lensmire, Timothy J. Following the Child, Socioanalysis, and Threats to Community: Teacher Response to Children's Texts, 265
Levin, Benjamin. Reply to Peter Coleman and Alan Thomas, 347
Lewis, Theodore. Valid Knowledge and the Problem of Practical Arts Curricula, 175
Lighthall, Frederick F. Comment on R. Bruce McPherson's Review of *Local Realities, Local Adaptations*, 115
Macias, José. Forgotten History: Educational and Social Antecedents of High Achievement among Asian Immigrants in the United States, 409
McPherson, R. Bruce. Rejoinder to Frederick Lighthall, 123
McPherson, R. Bruce. A Review of Frederick F. Lighthall's *Local Realities, Local Adaptations: Problems, Process and Person in a School's Governance*, 107
Paulauskas, Stephanie. Towards an Education for Humanity, 361
Phelan, Anne M. and Rosary V. Lalik. An Examination of Teaching as a Practical Political Activity, 155
Seixas, Peter. Historical Understanding among Adolescents in a Multicultural Setting, 301
Thomas, Alan M. Response to Benjamin Levin: "Dealing with Dropouts in Canadian Education," 343

- Thompson, Joanne. The Pathetic is Political: The Educational Implications of Heroism, 395
- Uhrmacher, P. Bruce. Making Contact: An Exploration of Focused Attention between Teacher and Students, 433
- Werner, Walt. Interpreting Curricular Potential, a Review of *The Teacher-Curriculum Encounter* by Miriam Ben-Peretz, 455
- Westheimer, Joel. America's House of Cards: Rethinking the High School Curriculum, Reviews of *Horace's Compromise* and *Horace's School* by Theodore R. Sizer, 351
- Young, Dan and Nathalie Gehrke. Curriculum Integration for Transcendence: A Critical Review of Recent Books on Curriculum for Integration, 445

